

Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

Lesson Plan Template

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Program/County: Pike County Adult Education /Pike County	Director: Judith A. Branham

Title: Activating Prior Knowledge and Identifying a Purpose	Content area: Reading Comprehension /K-W-L tool
Length of lesson:30 to 45 minutes for 3 days	NRS Level (s):Beginning ABE thru Low Adult Secondary Education / levels -one 02/ two 03's/ two 04's/ three 05's
Standard(s) Kentucky Adult Education is working on standards for reading and language. Math standards are completed.	

<p>Lesson Objectives</p> <p>Use words like “recall,” “define,” “explain,” “demonstrate,” “predict,” “compare,” “contrast,” “revise.” Refer to Bloom’s taxonomy</p>	<ul style="list-style-type: none"> • After the lesson, the student will be able to connect new learning to his/her prior knowledge to help comprehend text, so the student can scaffold to new knowledge • After completing the lesson, the student will understand how to construct and explain a K-W-L chart by making connections, predictions and asking questions before, during and after the text.
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Assessing mastery of the objectives		<p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <ul style="list-style-type: none"> • What is a K-W-L chart? • Can the student independently explain and construct a K-W-L- chart? • Can the student activate prior knowledge and set his/her own learning objective? 	<p>The means of assessment and check for understanding will be:</p> <ul style="list-style-type: none"> • observation • worksheets • independent K-W-L chart completion • discussion • instructor made test (according to materials taught) • online test (according to materials taught)
Pre-teaching	<ul style="list-style-type: none"> • How will I introduce the objectives? • How I will make a connection between the content and my students and engage? • How I will draw on prior knowledge? • How will I provide purpose for using the strategy and reading the selected text? 	<ul style="list-style-type: none"> • Instructor will explain that when a person reads, he/she does not always understand what he/she reads. We will learn a reading comprehension strategy, a way to help us understand, called the K-W-L chart. Once you learn about the chart you will be able to connect new learning to your prior knowledge to help comprehend the text. (activate prior knowledge/communicate purpose/ identify objectives) • The instructor will display a chart and explain what the letters mean. K stands for know (This is the prior knowledge /activation question.) W stands for want (What do I want to know about the topic?) L stands for learned (What have I learned about the topic?) <p>(instructor will model the skill and have guided practice with feedback)</p> <ul style="list-style-type: none"> • Prior to reading a passage/selection, the student will tell what he/she knows about the topic. • The topic will be something beneficial to the student and the purpose will be to learn a new way to comprehend the material. 	

Instruction/Modeling

- How I will deliver the information so that students are engaged?
- How will I describe the strategy, provide purpose, model it and or provide examples?
- How will I introduce and engage students in the text?

Guided Practice

- How I will provide opportunities for students to practice in the classroom so I know they understand?
- How will I make sure they are *“getting it”* during the lesson?

- The instructor will **attract** the student's attention by choosing a topic of importance and interest. The instructor will assist the student in identifying the purpose for reading.
- The instructor will **describe** the strategy by saying you will learn a comprehension strategy called the K-W-L chart. The K stands for what you know, W stands for what you want to know, and L stands for what you have learned.

Here are the steps:

1. List what you know about the topic.
2. List what you want to know about the topic.
3. Read the text/selection.
4. List what you have learned.

- The instructor will **model and introduce** the K-W-L- chart by choosing a topic.

The instructor will list on a chart (K column) what he/she **knows** about the topic.

The instructor will list in another column (W) what he/she **wants to know** about the topic.

The instructor will read out loud the text to the class or student.

The instructor will list in the next column (L) what he/she has **learned** from the text.

- The instructor will **guide** the student(s) to practice the strategy.

The instructor will give the student(s) a piece of text to read and be read by instructor.

The instructor will guide the student(s) on how to enter his/her own information using the K-W-L chart.

- The instructor will observe the student(s) reactions and his/her asking and answering of questions **during** the lessons.

	<p>Independent Practice</p> <ul style="list-style-type: none"> How I will help students extend what they learned so they can do it without my help? 	<ul style="list-style-type: none"> As an instructor talk about using prior knowledge and the K-W-L chart every opportunity that comes available. <p>To help the student(s) extend what he/she has learned encourage the student(s) each time he/she reads to make predictions,(what is this about) make connections,(to self, text and world) ask questions (to self and instructor), and visualize (what and why is it important) before, during, and after reading. This can be used in science, social studies, literature, and even math. The K-W-L- chart will be one tool to use to follow through on this. There are other tools such as: Think Sheet, Think Aloud, SQ3R, Graphic Organizers, etc.</p>
Post-teaching	<ul style="list-style-type: none"> How I will check for understanding? How I will bring closure & provide opportunities for reflection? 	<ul style="list-style-type: none"> As an instructor, check for understanding by asking yourself the following questions: <ol style="list-style-type: none"> Can the student understand that prior knowledge is used before, during, and after reading? Can the student understand that using prior knowledge increases his/her ability to comprehend new information from text into what he/she already knows? (making connections) Can the student fill in information on a K-W-L chart, correctly? (independently) Can the student pass a teacher and/or online assessment? <p>Closure/ Reflect with student(s) about how useful the tool and strategies were to them. This can help students make connections between using the strategy and improving comprehension. The instructor will provide time for the student to have independent practice using the strategy and tool. The student will write a paragraph or short report on how to develop a healthy relationship with food.</p>
Text and Materials	<ul style="list-style-type: none"> Authentic Based on students interests and goals 	<p>Interest/goals</p> <ul style="list-style-type: none"> As an instructor, most of the time, one should allow the student to choose a text that he/she finds interesting. If possible, provide real-life experiences or situations that interest the student. <p>Text and Materials</p> <ul style="list-style-type: none"> Marshall Adult Education- Creating Strategic Readers-The Adult Reading Toolkit- Library books- Cooperative Extension Service –Great Leaps stories- Steck-Vaughn comprehension series- Vocabulary Connections and internet.

How learning can be extended at home?	<p>I have written my lesson plan in a format of being able to use it with any subject, on any given day, I do not know what subjects that I will be teaching or what students will be attending the class on a certain day. My class is open enrollment.</p> <p>I am working on the topic nutrition and the food pyramid for a reading class and reading math problems for a math class.</p> <p>If I teach the nutrition class, the student may use and share this information with his/her whole family. The handouts and information will be very useful. Using the reading strategies and the k-w-l chart (tool) can be used in any subject with any level of learner.</p>
Key vocabulary	<p>(These are some of the vocabulary words that the student may not know when the instructor is modeling and guiding this particular reading strategy.)</p> <p>activate ,purpose, prior, k-w-l chart, comprehension, model, guide</p> <p>(The vocabulary LIST of words will go along with the text that the instructor will be teaching on a particular subject.)</p>
Use of technology (if appropriate)	<p>The student will use the internet to view certain websites to go with the topic of study. After a particular subject, the student may be given a list of websites and interactive sites.</p> <p>(see attachment of websites)</p> <p>Instructor would attach a list of websites for the particular (story, selection, text) lesson.</p>